

# Follow My Heart

## Theme and Level

**Theme:** Know Myself

**Level:** Getting Started, Looking Deeper

## At a Glance

Students explore their interests and values and relate these to personal and career goals.

**Time:** 50 minutes.

## Essential Questions

- What are my interests and values and how do these relate to my personal and career goals?

## Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Review CIS Occupations content for Registered Nurse as background for example in the lesson
- Read *Identifying Activities Instructional Note*
- Prepare a list of things you love to do to share with the class
- Gather 3" x 5" cards, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them see how their interests and values relate to their personal and career goals.
2. Show PPT Slide 2. Review the activity instructions and distribute a card to each student and ask them individually to list ten things they love to do. Do not set limits on what activities are acceptable. Initially, some students may write things like drugs, party, and other activities with negative connotations. Once this is done, however, they are usually able to list other things they enjoy, such as travel, clothes, dance, music, fixing bikes, fixing cars. Be prepared to help students by providing a few suggestions if they ask for assistance. (You may choose to share some items you enjoy.)
3. Brainstorm occupations related to one activity by asking for a volunteer who is willing to share one of their interests. You can work with anything, even if you get an answer such as "party." Working with a seemingly frivolous example can be very instructive and can lead to examples that are more meaningful. (See *Identifying Activities Instructional Note*.)
4. Ask students to think about activities associated with a party such as organization, talking with other people, preparing food. Ask them to suggest all the ways a person could use their interest in parties to make money; for example, the group may suggest catering, bartending, planning parties, or serving as an activity director at a senior center. Record the ideas on the board.
5. Continue the brainstorming process with two or three additional examples.
6. Ask students how many of them have set personal and career goals. Typically, several students will have set goals.
7. You may need to explain the concept of career or occupational goals by asking about the kind of work students would like to do and, in a general way, the steps needed to enter these occupations.
8. Ask a student to volunteer to share their personal or career goals.
9. Affirm the importance of dreaming and having goals or a vision.
10. Explain that dreams and goals may change, but when you have goals (the vision of what you want for your future) and dreams, you will find it easier to make smart choices along life's path.
11. Remind students about the changing nature of the world of work and suggest the importance of having back-up plans in place.
12. Using another student's career goal as an example, investigate alternative ways of fulfilling the same values or interests. Ask the student what value or interest they hold that attracts them to this goal. For example, if the student wants to become a nurse, ask them to identify the values or interests that

nursing would fulfill. Ask students to suggest more ways, including other occupations, of fulfilling the same values or interests.

13. Repeat for two or three more examples.
14. Ask students individually to record on their card their goals or dreams, their values linked to their interests, and three possible occupational choices for themselves.
15. Conclude by summarizing the importance of seeking ways to fulfill values and interests. Emphasize the need to think creatively to develop and/or find a variety of work opportunities. Reinforce the concept that values and interests may be fulfilled through paid or unpaid work.

## Variations and Accommodations

- This lesson could be used in any subject area by asking students to identify activities they have completed in the class and relating these to tasks conducted in various occupations. You could use the SKILLS assessment to identify occupations that use these skills as well.
- Work one-on-one with any student needing special assistance.

## Assessment

Use the *Follow My Heart Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

## Materials

Classroom with computer and overhead projector

[Follow My Heart \(PPTX\)](#)

[Identifying Activities Instructional Note \(PDF\)](#)

[Identifying Activities Instructional Note \(DOCX\)](#)

[Follow My Heart Scoring Guide \(PDF\)](#)

[Follow My Heart Scoring Guide \(DOCX\)](#)

3" x 5" cards

## Goals and Standards

### *Common Core State Standards*

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Writing

### *National Career Development Guidelines*

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.

### *American School Counselor Association*

- Personal/Social Development

*Bloom's Taxonomy:* Understanding, Applying, Analyzing

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Sense of Belonging in the School Environment

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals

#### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary